

**APPENDIX J1**  
**ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY**  
**(Articles 6 and 6A – Evaluation)**  
 Foothill-De Anza Community College District

QUARTER: \_\_\_\_\_ ACADEMIC YEAR \_\_\_\_\_

NAME: \_\_\_\_\_ POSITION: \_\_\_\_\_

Faculty status: (check one)       Full-time       Part-time

If full-time, (check one)       Contract       First Year       Second Year  
     Third Year       Fourth Year       Tenured

If part-time, number of quarters of service credits in Division (per Article 7.2): \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_ Evaluator: \_\_\_\_\_

*(please print)*

Type of Evaluation: (check one)       Peer       Tenure Committee       Administrative

Please circle the appropriate faculty function(s) being evaluated and the location of the evaluation:

DUTIES: INSTRUCTOR    COUNSELOR    LIBRARIAN    OTHER (SPECIFY) \_\_\_\_\_

LOCATION: FOOTHILL      DE ANZA      CENTERS (SPECIFY) \_\_\_\_\_

LENGTH OF VISIT: \_\_\_\_\_ COURSE (if applicable): \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Division Dean

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Vice President for Instruction or  
Signature of Vice President for Student Services

I am aware of my rights as provided in the appropriate article of the FA-District *Agreement*, Article 6 or Article 6A. I have read this report, am aware of the opportunity to add my own comments, and recognize that I have the right to discuss it with the President if I so desire.

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Faculty Member

For Office Use Only:

Copy to Instructor \_\_\_\_\_

Update HRS \_\_\_\_\_

PAY - Yes \_\_\_\_\_ No \_\_\_\_\_

Copy to Division \_\_\_\_\_

Update MAC \_\_\_\_\_ To Payroll \_\_\_\_\_

**ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY**  
 Foothill-De Anza Community College District

*This form may not be modified unless agreed upon by a majority of the contract and regular faculty employees in a division or department with the mutual approval of the Board and the Faculty Association.*

This form uses both objective and narrative data. Please use the numerical rating system for each applicable criterion. Then, write a brief narrative for each section and, finally, a comprehensive summary statement.

Rating system:

- 1. Satisfactory or better
- 2. Satisfactory but needs improvement in specific area(s)
- 3. Unsatisfactory
- N/O Not observed
- N/A Not applicable

**SECTION I. PROFESSIONAL QUALITIES (to be answered for all faculty):**

A. Professionalism

1. Keeps current in discipline.	1	2	3	N/O	N/A
2. Demonstrates cooperation and sensitivity in working with colleagues and staff.	1	2	3	N/O	N/A
3. Accepts criticism.	1	2	3	N/O	N/A
4. Submits required departmental reports/information, including census, and/or positive attendance, and grade sheets on time.	1	2	3	N/O	N/A
5. Maintains adequate and appropriate records.	1	2	3	N/O	N/A
6. Observes health and safety regulations.	1	2	3	N/O	N/A
7. Attends required meetings.	1	2	3	N/O	N/A
8. Maintains office hours and is accessible to students.	1	2	3	N/O	N/A

B. Professional Contributions

1. Contributes academically to the discipline/department/district.	1	2	3	N/O	N/A
2. Participates in special assignments, committees, projects, research and development areas as needed in the discipline/department/district.	1	2	3	N/O	N/A
3. Shares in faculty responsibilities.	1	2	3	N/O	N/A

**Section I narrative comments on professional qualities, specifying, where relevant, areas of excellence and areas requiring improvement:**

## SECTION II. JOB PERFORMANCE (to be answered in appropriate assignment area):

### A. Classroom Faculty

1. Uses current materials and theories.	1	2	3	N/O	N/A
2. Employs multiple teaching approaches when applicable.	1	2	3	N/O	N/A
3. Uses materials pertinent to the course outline.	1	2	3	N/O	N/A
4. Teaches at an appropriate level for the course.	1	2	3	N/O	N/A
5. Communicates ideas clearly, concisely, and effectively.	1	2	3	N/O	N/A
6. Paces classes according to the level and material presented.	1	2	3	N/O	N/A
7. Maintains student-faculty relationship conducive to learning.	1	2	3	N/O	N/A
8. Demonstrates sensitivity to differing student learning styles.	1	2	3	N/O	N/A
9. Stimulates student interest in the material presented.	1	2	3	N/O	N/A
10. Tests student performance in fair and valid ways.	1	2	3	N/O	N/A
11. Uses class time efficiently.	1	2	3	N/O	N/A
12. Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information.	1	2	3	N/O	N/A
13. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.	1	2	3	N/O	N/A

### B. Counselors

1. Is accessible to students.	1	2	3	N/O	N/A
2. Listens well and provides opportunities for counselees to express their concerns.	1	2	3	N/O	N/A
3. Helps students define and seek solutions to problems.	1	2	3	N/O	N/A
4. Researches questions brought by counselees, or directs counselees to appropriate sources of information/assistance when advisable.	1	2	3	N/O	N/A
5. Keeps current with District classes, programs, and resources for students.	1	2	3	N/O	N/A
6. Keeps current with programs and policies of receiving institutions to which students will transfer.	1	2	3	N/O	N/A
7. Demonstrates knowledge of District policies and procedures affecting students.	1	2	3	N/O	N/A
8. Communicates with the academic community.	1	2	3	N/O	N/A
9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.	1	2	3	N/O	N/A

### C. Librarians

1. Promotes access to and use of library.	1	2	3	N/O	N/A
2. Communicates information clearly, concisely, and effectively.	1	2	3	N/O	N/A
3. Assists students in locating appropriate materials.	1	2	3	N/O	N/A
4. Articulates and communicates with the academic community.	1	2	3	N/O	N/A
5. Assists in building, organizing, or maintaining library collection.	1	2	3	N/O	N/A
6. Creates an environment responsive to the curricular and learning needs of the college.	1	2	3	N/O	N/A
7. Keeps current on changes in the field of library and information science.	1	2	3	N/O	N/A
8. Maintains student-faculty relationship conducive to learning.	1	2	3	N/O	N/A
9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.	1	2	3	N/O	N/A

D. Resource Faculty (e.g., health professionals, E.O.P.S. professionals, etc.)

1. Responds to instructors' resource needs.	1	2	3	N/O	N/A
2. Develops instructional and institutional resources.	1	2	3	N/O	N/A
3. Develops students' resources.	1	2	3	N/O	N/A
4. Demonstrates knowledge of legislation which impacts field of specialization.	1	2	3	N/O	N/A
5. Provides leadership and coordinates programs effectively.	1	2	3	N/O	N/A
6. Provides a positive image of and for students in special programs.	1	2	3	N/O	N/A
7. Communicates information clearly, concisely, and effectively.	1	2	3	N/O	N/A
8. Articulates services with campus and district programs.	1	2	3	N/O	N/A
9. Demonstrates sensitivity in working with faculty/students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.	1	2	3	N/O	N/A

E. Child Development Center Faculty

1. Uses knowledge of early childhood development as theoretical basis for classroom practice.	1	2	3	N/O	N/A
2. Understands current issues in the field.	1	2	3	N/O	N/A
3. Plans a daily variety of developmentally appropriate activities which are sensitive to individual learning styles.	1	2	3	N/O	N/A
4. Develops a long-range plan which promotes readiness for later learning.	1	2	3	N/O	N/A
5. Uses a variety of positive approaches in guiding children's behavior and assisting children with conflict.	1	2	3	N/O	N/A
6. Recognizes when to give help and how to encourage self-help.	1	2	3	N/O	N/A
7. Structures activities which foster independent learning.	1	2	3	N/O	N/A
8. Maintains awareness of the total group even when dealing with a part of it.	1	2	3	N/O	N/A
9. Balances the needs of the individual child with those of the group.	1	2	3	N/O	N/A
10. Effectively supervises and supports student teachers, student assistants, and parents in a classroom setting.	1	2	3	N/O	N/A
11. Creates a safe and hygienic classroom environment which engages children.	1	2	3	N/O	N/A
12. Maintains professional ethics, including confidentiality and mandated reporting, in all communication with children, parents, students and colleagues.	1	2	3	N/O	N/A
13. Demonstrates sensitivity in working with students of diverse racial, ethnic, and socioeconomic backgrounds, sexual orientations, and physical and mental disabilities.	1	2	3	N/O	N/A

**Section II narrative comments on job performance based on observation or evaluation visit(s) specifying, where relevant, areas of excellence and areas requiring improvement:**

**SECTION III. EVALUATOR'S COMPREHENSIVE SUMMARY STATEMENT:**  
(This section may include, in addition to synthesis, professional activities not previously mentioned, suggestions for further growth, and professional contributions to the District.)

**SECTION IV. FACULTY MEMBER'S COMMENTS:**